**Understanding By Design – Backwards Design Process**

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| **Stage 1 – Desired Results** | |
| **Common Core/NC Essential Standard(s):**   * B.CX.2.3. Analyze the collaborative process in the creation of art. * B.CX.1.4. Interpret art in terms of cultural and ethnic context. * B.V.1.2. Apply the elements of art and principles of design to create art. * B.V.3.2. Use a variety of media including 2-D, 3-D, and digital to produce art. | |
| **Understanding (s)/goals:**  Students will understand that:   * Art can be 2-D and 3-D * Value can be created with color * Color has many impacts on art * Art has a history * Culture influences art | **Essential Question(s):**   * How can you create something 3-D out of something 2-D. * How can artists use color to convey an expression, feeling, or mood. * Does culture influence pattern or does pattern influence culture? |
| **Student objectives (outcomes):**  *Students will know:*   * How the color wheel is organized * Color vocabulary * About color harmonies * Relationships between pattern and culture * Kinetic energy and its relationship to Calder | *Students will be able to:*   * Draw a 12-step color wheel, add value with colored pencils, arrange color harmonies, recognize art by Alexander Calder, reflect and write about their artistic process and the learned art processes. * Create something 3-D out of 2-D paper. * Use color to create a mood or expressive quality within an artwork. |
| **Stage 2 – Assessment Evidence** | |
| **Performance Task(s):**   * Students will create a color wheel and evidence of color harmonies. * Students will research patterns to incorporate within their project. * Students will complete an assignment that will ask them to use their knowledge of arranging patterns and compositions. * They will add color harmonies with colored pencil, exercising their skills in adding value with a colored medium. * Students will arrange finished project books into a hanging installation. | **Other Evidence:**   * Students will receive a pre-assessment * They will respond daily to prompts that cause reflection about previous lesson information. * They will reflect on their week through their weekly sketch that includes a written portion. * Students will explore the art of Alexander Calder. * They will receive a rubric that prompts them to reflect on their creative process through a written portion as well as a scoring portion that allows them to calculate their potential grade. * A quiz will be given at the close of the unit. The quiz will have students give short answers, match, and write about art. |
| **Stage 3 – Learning Plan** | |
| **Learning Activities:**   * Students will experiment with colored pencil values using prepared practice examples. * Students will make a color wheel and color chart following teacher example via document camera. * Each student will have clear expectations presented, however each student will perform at a different level and nurtured to reach their own next level. * Students will utilize laptops to research different patterns from different cultures. * Tier 3 words: Monochromatic, analogous, split-complimentary, complimentary, triadic.   -Step 1 & 2- teacher will present and model vocabulary with a demonstration of mixing and placing colors for a color wheel.  -Step 3 & 4- Students create real-world related definitions for the color harmonies they are making with their color wheels.  -Step 5- As a group, we will discuss how color relates to different moods within master artworks, reinforcing color vocabulary.  -Step 6- Look at master works with altered color palettes. As a group, create stories about what is happening defined by the mood of the color palettes. | |
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**CALDER: COLOR, FORM, & PATTERN**

**OBJECTIVES:**

* Interpret art in terms of cultural and ethnic context.
* Use a variety of media including 2-D, 3-D, and digital to produce art.
* Apply the elements of art and principles of design to create art.
* Analyze the collaborative process in the creation of art.

**GOAL:** To create a 3-D piece of art from something 2D. Use different cultural influences to create patterns and use color harmonies to express artistic intent.

**DIRECTIONS:**

***Sketchbook:***

* Students will collect patterns from the listed cultures, adding them to their sketchbook in the format displayed.
* These must be checked prior to starting final star.

***Project Guidelines:***

* Students will use the “star” fold template to create 3 folded pages from the precut pieces of white paper for their final star.
* Students will add their chosen patterns to the folded pages using the determined color harmony. They will do so with their chosen media, being mindful of showing value within their color. Consider what the color choices suggest or express.
* Students will glue together their folded pages to create their final star.
* Students will add monofilament to hang their star within the group mobile.
* Consider craftsmanship.

**REFLECTION: (must respond to *all* 3 by writing 5 complete, thoughtful sentences for each question)**

1. Is your Star successful? Why or why not? Is it successful as a part of the mobile? Why or Why not?
2. Why did you choose the cultures, patterns, and color harmonies you did? What did each of these choices express, suggest, demonstrate to your viewer?
3. If you had it to do again, what would you do different?

**YOUR SCORE:**

Use this rubric to better understand how your grade will be determined. Score yourself to see whether you meet the criteria. Finally, your teacher will use this same tool to score you as well.

**To find your grade=** Choose a letter grade for each, add together the numerical equivalent, divide the total by 4 for your overall grade (**A=100-93, B=92-85, C=84-77, D= 76-70, F=0**).

1. **Did you meet the Requirements? STUDENT= A B C D F TEACHER= A B C D F**

**A=** Met all Requirements, went beyond **B=** Met all Requirements **C=** Missing 1 Requirements **D=** Missing 2 Requirements **F=** Missing more than 2 Requirements

1. **Craftsmanship STUDENT= A B C D F TEACHER= A B C D F**

**A=** Considerable time spent, Outstanding **B=** Some time spent, Good **C=** Little time spent, OK **D=** Time could have been better spent, you completed it **F=** Incomplete

1. **Creativity STUDENT= A B C D F TEACHER= A B C D F**

**A=** Above and beyond, unique **B=** Interesting, uncommon **C=** Somewhat predictable **D=**Predictable, common **F=** Incomplete

1. **Reflection STUDENT= A B C D F TEACHER= A B C D F**

**A=** 5 complete sentences, thoughtful **B=** 3-4 sentences, somewhat thoughtful **C=** 1-2 sentences, not thoughtful **D=** Fragments, incomplete thoughts **F=** Not done

**STUDENT** Score for project \_\_\_\_\_\_\_

**TEACHER** Score for Project\_\_\_\_\_\_\_

**FEEDBACK** (from your teacher):

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| **Planning Calendar**  Each class is an hour and a half, except Tuesdays which are an hour- unless otherwise noted on master schedule. | | | | |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| -Pre Assessment.  -Color Vocabulary.  -**Use document camera for demonstrations (3 days)** | -Color Vocab. Continued.  -Draw and Label Color Wheel and Chart of Harmonies. | -Color Wheel/Chart continued. | -Finish color wheel. | -Pattern Introduction and research.  -**Need laptop cart for research and Tier 3 vocabulary exercise (2 days)** |
| Day 6 | Day 7 | Day 8 | Day 9 | Day 10 |
| -Calder Introduction.  -Project introduction and planning guide. | -Start and work on project.  -Assemble origami with tape and mark off sides that will be glued. | -Start patterns and color harmonies with colored pencils and oil pastels. | -Independent work on project begins. | -Project |
| Day 11 | Day 12 | Day 13 | Day 14 | Day 15 |
| -Project | -Project | -Project  -Complete Rubric ect., turn in with project. | -Wrapping up: Complete Rubric ect., turn in with project.  -Color Theory Quiz |  |
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